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EDU 221 Block 1

FIAE Chapter 15

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Chapter 15 covers the concept of offering 36 tips to support colleagues in successful practices for differentiated classrooms. This chapter will cover the enviable task of talking about grading with our colleagues and how to not only initiate that conversation but make it a meaningful one as well. The book recommends non-verbal communication to express an interest and agreement with the colleague to help diffuse some of the tension. The rest of the chapter goes into detail on the other thirty-five concepts. Some that are listed include: department meetings, instructional roundtables, modeling, get copies of books on grading, peer observation and mentoring, risk taking, humor and published timelines. The last ‘bonus’ section of the chapter discusses asking faculty to write out their grading policies. This will accomplish affirmation that the efforts have been successful, confronting old grading policies and refocusing our efforts with students and for learning.

This chapter introduces a huge volume of information for us to digest as we progress on the last few steps of practicum and student teaching is more of a reality. Some of the ideas seem like a no-brainer, but there are a lot of teachers out there that have not kept up with the times and multiple theories on education that have been part of our learning process. Attempting to connect with these teachers will take all of these suggestions and many more. We need to keep in mind that we do not have all the answers and sometimes mixing the old with the new is a good way to keep moving forward and learning. As with all the theories and studies that we have examined over the semester there are many that will require the application of use to garner its full value.